

## Carolina Forest Middle

700 Gardner Lacy Road  
Myrtle Beach, SC 29579

<b>Grades</b>	6–8 Middle School	
<b>Enrollment</b>	1,281 Students	
<b>Principal</b>	Cynthia V. Thibodeau	843–903–7540
<b>Superintendent</b>	Gerrita Postlewait	843–488–6700
<b>Board Chair</b>	Will Garland	843–358–8002

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	14	30	4	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 23 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	No
<b>2005</b>	Good	Below Average	No

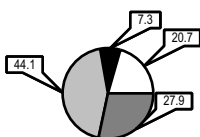
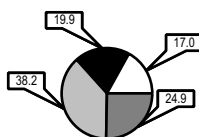
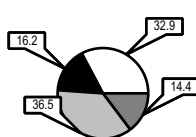
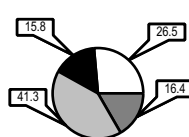
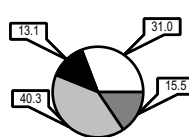
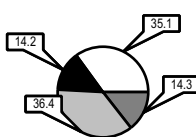
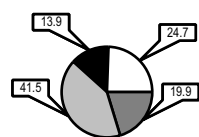
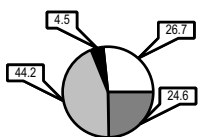
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

90.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	1,289	99.5	20.5	44.2	28.0	7.3	47.1	Yes	Yes
<b>Gender</b>									
Male	679	99.4	25.0	48.3	22.8	3.9	38.7		
Female	610	99.7	15.6	39.8	33.6	11.0	56.3		
<b>Racial/Ethnic Group</b>									
White	943	99.6	15.5	44.4	31.4	8.7	52.3	Yes	Yes
African American	227	99.1	37.4	45.5	15.7	1.5	28.8	Yes	Yes
Asian/Pacific Islander	24	100.0	22.7	45.5	13.6	18.2	45.5	I/S	I/S
Hispanic	60	100.0	40.0	38.0	20.0	2.0	32.0	Yes	Yes
American Indian/Alaskan	25	100.0	22.7	36.4	31.8	9.1	40.9	I/S	I/S
<b>Disability Status</b>									
Not Disabled	1,099	99.7	16.8	42.5	32.2	8.5	53.1		
Disabled	190	98.4	42.4	54.7	2.9	0.0	11.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	1,289	99.5	20.5	44.2	28.0	7.3	47.1		
<b>English Proficiency</b>									
Limited English Proficient	27	100.0	71.4	23.8	4.8	0.0	4.8	I/S	I/S
Non-Limited English Proficient	1,262	99.5	19.6	44.6	28.4	7.4	47.9		
<b>Socio-Economic Status</b>									
Subsidized meals	629	99.2	30.2	47.6	19.2	3.0	33.4	Yes	Yes
Full-pay meals	660	99.9	11.7	41.2	36.0	11.2	59.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	1,289	99.5	16.8	38.3	24.9	20.0	57.5	Yes	Yes
<b>Gender</b>									
Male	679	99.7	18.3	36.5	25.6	19.5	56.8		
Female	610	99.3	15.1	40.2	24.1	20.6	58.3		
<b>Racial/Ethnic Group</b>									
White	943	99.6	13.0	36.1	27.3	23.6	64.1	Yes	Yes
African American	227	99.1	30.8	46.5	19.2	3.5	33.8	Yes	Yes
Asian/Pacific Islander	24	100.0	18.2	27.3	18.2	36.4	59.1	I/S	I/S
Hispanic	60	100.0	24.0	40.0	18.0	18.0	50.0	Yes	Yes
American Indian/Alaskan	25	100.0	22.7	50.0	9.1	18.2	31.8	I/S	I/S
<b>Disability Status</b>									
Not Disabled	1,099	99.5	10.8	37.7	28.4	23.1	64.7		
Disabled	190	100.0	51.7	41.9	4.7	1.7	15.7	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	1,289	99.5	16.8	38.3	24.9	20.0	57.5		
<b>English Proficiency</b>									
Limited English Proficient	27	100.0	38.1	42.9	9.5	9.5	28.6	I/S	I/S
Non-Limited English Proficient	1,262	99.5	16.4	38.2	25.2	20.2	58.1		
<b>Socio-Economic Status</b>									
Subsidized meals	629	99.4	25.2	42.6	21.1	11.0	44.8	Yes	Yes
Full-pay meals	660	99.7	9.1	34.4	28.4	28.2	69.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	1,289	99.5	32.7	36.6	14.4	16.3	30.7
<b>Gender</b>							
Male	679	99.6	32.8	34.6	15.3	17.2	32.5
Female	610	99.3	32.4	38.8	13.5	15.2	28.7
<b>Racial/Ethnic Group</b>							
White	943	99.5	26.3	37.6	17.1	18.9	36.0
African American	227	99.1	58.1	31.3	6.1	4.5	10.6
Asian/Pacific Islander	24	100.0	18.2	40.9	4.5	36.4	40.9
Hispanic	60	100.0	44.0	42.0	6.0	8.0	14.0
American Indian/Alaskan	25	100.0	45.5	27.3	9.1	18.2	27.3
<b>Disability Status</b>							
Not Disabled	1,099	99.4	26.3	38.4	16.4	18.9	35.3
Disabled	190	100.0	69.8	26.2	2.9	1.2	4.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,289	99.5	32.7	36.6	14.4	16.3	30.7
<b>English Proficiency</b>							
Limited English Proficient	27	100.0	71.4	19.0	4.8	4.8	9.5
Non-Limited English Proficient	1,262	99.5	32.0	37.0	14.6	16.5	31.1
<b>Socio-Economic Status</b>							
Subsidized meals	629	99.4	47.1	35.9	8.9	8.2	17.1
Full-pay meals	660	99.6	19.5	37.3	19.5	23.7	43.2

<b>Social Studies</b>							
All Students	1,289	99.5	26.3	41.4	16.4	15.8	32.3
<b>Gender</b>							
Male	679	99.6	25.8	40.9	16.6	16.7	33.3
Female	610	99.3	26.8	42.0	16.3	14.9	31.2
<b>Racial/Ethnic Group</b>							
White	943	99.6	21.3	41.7	18.2	18.8	37.0
African American	227	98.7	45.5	41.4	8.6	4.5	13.1
Asian/Pacific Islander	24	100.0	13.6	40.9	9.1	36.4	45.5
Hispanic	60	100.0	40.0	38.0	20.0	2.0	22.0
American Indian/Alaskan	25	100.0	40.9	36.4	13.6	9.1	22.7
<b>Disability Status</b>							
Not Disabled	1,099	99.5	20.3	42.7	18.8	18.3	37.0
Disabled	190	99.5	61.0	34.3	2.9	1.7	4.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,289	99.5	26.3	41.4	16.4	15.8	32.3
<b>English Proficiency</b>							
Limited English Proficient	27	100.0	66.7	28.6	4.8	0.0	4.8
Non-Limited English Proficient	1,262	99.5	25.5	41.7	16.7	16.1	32.8
<b>Socio-Economic Status</b>							
Subsidized meals	629	99.1	37.3	43.2	12.1	7.5	19.5
Full-pay meals	660	99.9	16.2	39.9	20.4	23.5	43.9

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	412	99.0	22.1	43.9	28.6	5.5	34.1
	7	387	99.2	19.6	48.4	25.8	6.2	32.0
	8	381	99.5	19.7	50.5	27.0	2.7	29.8
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	413	99.8	27.8	36.0	26.5	9.8	36.2
	7	466	99.6	17.5	51.6	27.6	3.3	30.8
	8	410	99.3	16.6	44.0	30.0	9.4	39.4
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	412	99.3	15.0	31.8	31.0	22.3	53.3
	7	387	99.7	14.7	41.7	22.5	21.1	43.6
	8	381	99.7	21.5	47.7	19.9	10.9	30.8
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	413	99.8	14.5	32.2	29.8	23.5	53.3
	7	466	99.8	16.1	40.4	21.0	22.4	43.5
	8	410	99.0	19.9	41.9	24.5	13.7	38.2
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	413	99.5	38.9	31.0	13.0	17.2	30.2
	7	466	99.8	32.7	37.6	16.6	13.1	29.7
	8	410	99.0	26.1	41.4	13.4	19.1	32.5
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	413	100.0	25.1	35.9	17.4	21.6	39.1
	7	466	99.4	34.3	42.5	11.9	11.2	23.1
	8	410	99.0	18.0	46.0	20.7	15.3	36.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 1,281)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	39.7%	Up from 36.9%	17.2%	15.5%
Retention rate	2.2%	Down from 3.1%	2.8%	3.0%
Attendance rate	96.0%	Up from 95.5%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.9%	Down from 9.2%	4.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%	Down from 7.9%	4.1%	4.6%
Eligible for gifted and talented	24.6%	Up from 23.1%	21.1%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.3%	Down from 14.7%	14.3%	13.6%
Older than usual for grade	2.0%	Down from 2.1%	3.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.4%	Up from 1.3%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 78)</b>				
Teachers with advanced degrees	38.5%	Down from 44.3%	53.3%	51.8%
Continuing contract teachers	67.9%	Down from 71.4%	81.5%	78.1%
Highly qualified teachers	76.2%	Down from 82.0%	90.4%	89.6%
Teachers with emergency or provisional certificates	5.0%	Down from 7.1%	5.4%	6.0%
Teachers returning from previous year	85.1%	Down from 86.2%	88.2%	85.4%
Teacher attendance rate	95.1%	No change	95.2%	94.9%
Average teacher salary	\$41,626	Up 3.2%	\$41,829	\$41,328
Prof. development days/teacher	12.9 days	Down from 13.8 days	11.6 days	11.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	3.0
Student-teacher ratio in core subjects	25.8 to 1	Up from 24.6 to 1	22.0 to 1	21.3 to 1
Prime instructional time	89.7%	Up from 89.6%	89.6%	89.3%
Dollars spent per pupil*	\$5,496	Up 6.0%	\$5,911	\$6,022
Percent of expenditures for teacher salaries*	64.0%	Up from 63.4%	62.7%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	93.9%	Up from 88.2%	95.4%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our school is located in the rapidly developing Carolina Forest area of Horry County and has approximately 1,300 students with over 75 staff members. Our school qualifies for Title I funds due to the percentage of students who qualify to receive free or reduced price lunches. The performance of our students showed improvements in all areas of math and English language arts.

We implemented the following areas of our School Improvement Plan during the 2004-2005 school year. We identified students who were not being successful in school, according to PACT and MAP (Measures of Academic Progress) tests, and assigned mentors to assist those students. Individual teachers analyzed the progress of their students on PACT and MAP tests and devised plans to improve classroom instruction based on those test results. Academic assistance classes offered students additional assistance in the areas of math and reading. MAP tests on language arts, reading, and math were given three times during the year to provide teachers data on student progress, enabling teachers to make adjustments in classroom instruction to better meet each student's needs. "The Support Triangle" was continued, providing students a morning tutoring program, an after-school homework assistance program, and an after-school tutoring program. Student achievement results were used to determine the content of teachers' professional development programs, and "parent information nights" helped promote parent involvement and interest.

The challenges we face as we continuously strive to see that all of our children meet and exceed state standards include: adjusting classroom instruction to meet the needs of a very diverse student population; increasing the involvement of parents in the education of their children; motivating our middle-school-age children to strive to do well academically when their interests often drift away from academics at this age level; and training our teachers in teaching the State standards and the accurate and continuous assessment of student progress in the mastery of those standards. Through the work of teachers, students, and parents, we will continue to strengthen our instructional program to ensure the success of all of our students.

Wendell Shealy, 2004-05 Principal

Sam Wathen, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	74	368	98
<b>Percent satisfied with learning environment</b>	87.5%	74.5%	74.0%
<b>Percent satisfied with social and physical environment</b>	80.3%	79.1%	63.5%
<b>Percent satisfied with school-home relations</b>	66.7%	85.5%	51.6%

\*Only students at the highest middle school grade level at this school and their parents were included.